

End-point assessment plan for Horticulture and landscape technical manager apprenticeship standard

Apprenticeship standard number	Apprenticeship standard level	Integrated end-point assessment
ST0924	5	No

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Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the Horticulture and landscape technical manager apprenticeship standard. It explains how the EPA for this apprenticeship must operate.

This document provides the EPA design requirements for end-point assessment organisations (EPAOs) for this apprenticeship standard. It will also be useful for apprentices undertaking this apprenticeship, their employers and training providers.

EPA must be conducted by an EPAO approved to deliver EPA for this apprenticeship standard. Each employer should select an approved EPAO from the Education & Skills Funding Agency's Register of end-point assessment organisations (RoEPAO).

Full-time apprentices will typically spend 36 months on-programme (before the gateway) working towards this occupational standard. All apprentices must spend a minimum of 12 months on-programme. All apprentices must spend a minimum of 20% of on-programme time undertaking off-the-job training.

Before starting EPA, an apprentice must meet the gateway requirements. For this apprenticeship they are:

- the employer must be content that the apprentice is working at or above the occupational standard
- apprentices must have achieved all qualifications mandated in the Horticulture and landscape technical manager occupational standard
- The qualifications required are:
 - apprentices must have achieved English and mathematics at Level 2¹

The EPAO must confirm that all required gateway evidence has been provided and accepted as meeting the gateway requirements. The EPAO is responsible for confirming gateway eligibility. Once this has been confirmed, the EPA period starts.

This EPA should then be completed within an EPA period lasting typically for 9 months.

This EPA consists of 3 discrete assessment methods.

It will be possible to achieve the following grades in each end-point assessment method:

Assessment method 1: Business case with presentation and questioning

- fail
- pass
- distinction

Assessment method 2: Professional discussion, underpinned by a portfolio of evidence

- fail

- pass
- distinction

Assessment method 3: Site management plan with questioning

- fail
- pass
- distinction

Performance in the end-point assessment methods will determine the overall apprenticeship standard grade of:

- fail
- pass
- distinction

EPA summary table

On-programme (typically 36 months)	<p>Training to develop the knowledge, skills and behaviours (KSBs) of the occupational standard.</p> <p>Apprentices must have achieved English and mathematics at Level 2</p> <p>Compiling a portfolio of evidence.</p>
End-point assessment gateway	<p>The employer must be content that the apprentice is working at or above the level of the occupational standard.</p> <p>Apprentices must have achieved English and mathematics at Level 2.</p> <p>For both the business case with presentation and questioning and the site management plan with questioning, the employer and apprentice must agree the project title and scope in line with the requirements set out in this plan.</p> <p>For the professional discussion, apprentices must submit a portfolio of evidence. This must be signed by the employer to confirm that this is the apprentice's own work.</p>
End-point assessment (typically 6 months)	<p>End-point assessment method 1: Business case with presentation and questioning, graded:</p> <ul style="list-style-type: none"> • fail • pass • distinction <p>End-point assessment method 2: Professional discussion, underpinned by a portfolio, graded:</p> <ul style="list-style-type: none"> • fail • pass • distinction <p>End-point assessment method 3: Site management plan with questioning, graded:</p> <ul style="list-style-type: none"> • fail • pass • distinction <p>Overall EPA/apprenticeship graded</p> <ul style="list-style-type: none"> • fail

	<ul style="list-style-type: none"> • pass • distinction
Professional recognition	<p>This standard aligns with the following professional recognition:</p> <ul style="list-style-type: none"> • Member of the Chartered Institute of Horticulture

Length of EPA period

The EPA will be completed within an EPA period lasting typically for 6 months, starting when the EPAO has confirmed that all gateway requirements have been met.

Order of end-point assessment methods

The assessment methods can be delivered in any order.

The result of one assessment method does not need to be known before starting the next.

EPA gateway

The apprentice should only enter the gateway once the employer is content that the apprentice is working at or above the occupational standard. In making this decision, the employer may take advice from the apprentice's training provider(s), but the decision must ultimately be made solely by the employer.

The EPAO determines when all gateway requirements have been met, and the EPA period will only start once the EPAO has confirmed this.

In addition to the employer's confirmation that the apprentice is working at or above the level of the occupational standard, the apprentice must have completed the following gateway requirements prior to starting EPA:

- achieved English and mathematics at Level 2.
- for those with an education, health and care plan or a legacy statement, the apprenticeship's English and mathematics minimum requirement is Entry Level 3. British Sign Language (BSL) qualifications are an alternative to English qualifications for those who have BSL as their primary language.

For the Business case with presentation and questioning:

- the EPAO should sign-off the subject, title and scope of the business case to confirm its suitability prior to the project commencing.
- a business case project brief will be submitted to the EPAO at the gateway. The subject and scope of the business case will be agreed between the employer and the EPAO. The employer will ensure it has a real business application and value and the EPAO will ensure it meets the requirements of the EPA (including suitable coverage of the KSBs assigned to this assessment method). The project brief will be submitted to the EPAO at the gateway, thereby allowing the EPAO to sign off the subject and scope of the business case. The project brief must scope out the project and should include a summary of the stages covered by the Business case and an overview of the tasks as well as the specific responsibilities and duties assigned to be undertaken by the apprentice. The project brief is not assessed and should typically be no more than 500 words.

For the Professional discussion underpinned by portfolio, the apprentice will be required to submit:

Portfolio of evidence requirements:

- apprentices must compile a portfolio of evidence during the on-programme period of the apprenticeship
- it must contain evidence related to the KSBs that will be assessed by the Professional discussion underpinned by a portfolio
- the portfolio of evidence will typically contain 15 discrete pieces of evidence

- evidence must be mapped against the KSBs
- evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested
- evidence sources may include:
 - workplace documentation/records, for example workplace policies/procedures, records
 - witness statements
 - annotated photographs
 - video clips (maximum total duration 10 minutes); the apprentice must be in view and identifiable

This is not a definitive list; other evidence sources are possible.

- it should not include reflective accounts or any methods of self-assessment
- any employer contributions should focus on direct observation of performance (for example witness statements) rather than opinions
- the evidence provided must be valid and attributable to the apprentice; the portfolio of evidence must contain a statement from the employer and apprentice confirming this
- the portfolio of evidence must be submitted to the EPAO at the gateway.

The portfolio of evidence is not directly assessed. It underpins the professional discussion, and therefore should not be marked by the EPAO. EPAOs should review the portfolio of evidence in preparation for the professional discussion, but they are not required to provide feedback after this review of the portfolio.

For the Site management plan with questioning:

- the EPAO should sign-off the Site management plan's, title and scope to confirm its suitability prior to the project commencing.
- a site management plan will be submitted to the EPAO at the gateway. The project's subject and scope will be agreed between the employer and the EPAO. The employer will ensure it has a real business application and value, and that the EPAO will ensure it meets the requirements of the EPA (including suitable coverage of the KSBs assigned to this assessment method). The project brief will be submitted to the EPAO at the gateway, thereby allowing the EPAO to sign off the project's subject and scope. The project brief must scope out the project and should include a summary of the stages covered by the project and an overview of the tasks, as well as the specific responsibilities and duties assigned to be undertaken by the apprentice. The project brief is not assessed and should typically be no more than 500 words. It can be either paper based or electronic.

End-point assessment methods

The apprentice will be assessed against the KSBs assigned to the assessment methods outlined below, as shown in the mapping section of this EPA plan.

End-point assessment method 1: Business case with presentation and questioning

Overview

The business case involves the apprentice completing a significant and defined piece of work that has a real business benefit. The business case must be undertaken after the apprentice has gone through the gateway.

A business case is used to justify business change or bring new products or services forward. It should include projections based on sound research.

The business case should be designed to ensure that the apprentice's work meets the needs of the business, is relevant to their role and allows the relevant KSBs to be assessed for the EPA. The employer will ensure it has a real business application, and the EPAO will ensure it meets the requirements of the EPA, including suitable coverage of the KSBs assigned to this assessment method as shown in the mapping of assessment methods. The EPAO must refer to the grading descriptors to ensure that projects are pitched appropriately.

This assessment method includes two components:

- a business case
- a presentation and question and answer component to ensure the apprentice is assessed against their evidence.

The rationale for this assessment method is:

- the occupation of Horticulture and landscape technical manager involves delivering business cases as part of the day-to-day role and pitching them to management or funders. The use of a business case with presentation for assessment is, therefore, considered to be the best method of assessment and to demonstrate the KSBs.

The evidence from the business case, presentation and responses to questions will be assessed holistically.

Component 1 – Business case

Overview

Apprentices will create a business case in paper based or electronic format.

The business case may be based on any of the following:

- a business change
- the progression of a new product or service.

The EPAO should sign off the title and scope of the business case to confirm its suitability at the gateway.

Delivery

The apprentice must create the business case after they have gone through the gateway, and it must be completed and submitted to the EPAO by the end of week 12 of the EPA period.

The employer should ensure the apprentice has sufficient time and the necessary resources to plan and undertake the project.

The apprentice must complete their business case unaided. When the business case is submitted, the apprentice and their employer must verify that it is the apprentice's own work.

The business case should be either paper-based or in an electronic format.

As a minimum, all business cases must include:

- executive summary
- analysis of objectives, for example, client requirements, business needs
- evidence and research underpinning projections
- resourcing
- timescale
- costs and financial projections
- risks
- communication / marketing approach
- final recommendation.

Illustrative examples of a typical business case are:

- a capital project on a horticultural site or
- a new service in a commercial setting.

The business case should give a sound rationale for a business change, including the operational and financial implications for the business.

The business case has a maximum word limit of 3,000. A tolerance of plus or minus 10% is allowed. Appendices, references, diagrams etc will not be included in this total. The project must map, in an appendix, how it evidences the relevant KSBs for this assessment method

Component 2 - Presentation and questioning

Overview

A presentation involves an apprentice presenting their business case to an independent assessor, focusing on a particular topic. It will be followed by questioning from the independent assessor.

Apprentices will be required to produce, submit and present a presentation to the independent assessor.

A copy of the presentation must be submitted to the EPAO at the same time as the business case report; 12 weeks after the gateway.

The presentation will take place 4 weeks after the business case report and presentation have been submitted, to allow the independent assessor sufficient time to review the presentation and prepare appropriate questions. Apprentices will prepare and deliver a presentation that appropriately covers the KSBs assigned to this method of assessment. The presentation should include the following:

The presentation will focus on the results of the business case and will cover:

- a summary of the business case
- promotion and communication approach
- the benefits and impacts for the business
- financial overview
- final recommendation.

Delivery

The presentation will be presented to an independent assessor, either face-to-face or via online video conferencing.

The presentation with questioning must last for 60 minutes typically, including a presentation of 20 minutes, followed by questioning lasting 40 minutes.

The independent assessor will ask a minimum of 4 questions at the end of the presentation. The independent assessor has the discretion to increase the time of the presentation with questioning by up to 10% to allow the apprentice to complete their last point or answer their last question.

The purpose of the questions will be:

- for clarification
- to assess the depth and breadth of understanding.

The independent assessor must use the questions from a question bank supplied by the EPAO as a guide to tailor their own questions based on the presentation. They will use them to

confirm their understanding of the presentation and how it demonstrates the relevant KSBs. Independent assessors are responsible for generating suitable follow-up questions in line with the EPAO's training and standardisation process. The questions relating to underpinning KSBs must be varied yet allow assessment of the relevant KSBs. The independent assessor must use the assessment tools and procedures that are set by the EPAO to record the presentation and questioning.

Independent assessors must be developed and trained by the EPAO in the conduct of questioning and reaching consistent judgement.

The questions will be drawn from a question bank supplied by the EPAO, to confirm the independent assessor's understanding of the presentation and how it demonstrates the relevant KSBs.

KSBs met and answers to questions, must be recorded by the independent assessor.

The independent assessor will make all grading decisions.

To deliver the presentation, the apprentice will have access to:

- presentation software, for example, PowerPoint
- computer
- work products
- videos
- flip charts
- interactive demonstrations
- any other requirements as notified to the EPAO on submission of the Business case and presentation.

Assessment location

EPAOs must ensure that the presentation and questioning elements are conducted in a suitable, controlled environment in any of the following:

- employer's premises
- other suitable venue selected by the EPAO (for example a training provider)
- video conferencing with camera and microphone.

The venue should be a quiet room, free from distraction and external influence.

Video conferencing can also be used to conduct the presentation, but the EPAO must have processes in place to verify the identity of the apprentice and have their camera and microphone on at all times to ensure the apprentice is not being aided.

Only the independent assessor will observe the presentation. (A representative from the EPAO may be present when necessary for moderation purposes.)

Question and resource development

Questions must be written by EPAOs and must be relevant to the occupation and employer settings. It is recommended that this be done in consultation with employers of this occupation. EPAOs should maintain the security and confidentiality of their questions when consulting employers. EPAOs must develop test specifications and question banks of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure they, and the questions they contain, are fit for purpose. The specifications, including questions relating to underpinning KSBs, must be varied, yet allow assessment of the relevant KSBs.

EPAOs must ensure that apprentices have a different set of questions in the case of re-sits or re-takes.

EPAOs will produce the following material to support this assessment method:

- independent assessor training materials
- assessment specifications
- grading guidance
- a question bank
- assessment recording documentation.

End-point assessment method 2: Professional discussion underpinned by a portfolio of evidence

Overview

This assessment method has 1 component.

A professional discussion is a two-way discussion which involves both the independent assessor and the apprentice actively listening and participating in a formal conversation. It gives the apprentice the opportunity to make detailed and proactive contributions to confirm their competency across the KSBs mapped to this method.

The rationale for this assessment method is:

- it allows the apprentice to be assessed against KSBs which may not naturally occur during the other assessment methods.
- it enables the apprentice to demonstrate the application of skills and behaviours as well as knowledge
- it allows scope for the apprentice to demonstrate the depth and breadth of KSBs, allowing for a distinction marking.

Delivery

This assessment will take the form of a professional discussion which must be appropriately structured to draw out the best of the apprentice's competence, and cover the KSBs assigned to this assessment method. It will involve questions that will focus on the following themes:

- history and social relevance
- invasive species
- design
- interpretation
- operational management of horticultural sites
- procurement
- management of staff/contractors
- systems and processes
- customer care and relationship management.

The purpose of the questions will be:

- To enable the independent assessor to further clarify knowledge, skills and behaviours demonstrated. Questioning can be used to authenticate evidence, experience and competence.

The professional discussion will be conducted as follows:

The professional discussion will be undertaken by an independent assessor. The professional discussion must last for 90 minutes. The independent assessor has the discretion to increase the time of the professional discussion by up to 10% to allow the apprentice to complete their last answer.

During this method, independent assessors must use the EPAO's question bank as a source for questioning and are expected to use their professional judgment to tailor those questions appropriately. Independent assessors may ask further questions for clarification purposes, and to allow the apprentice the opportunity to cover the KSBs mapped to this assessment method. The professional discussion will have a minimum of 10 questions.

The apprentice and the independent assessor will have access to their own copies of the portfolio throughout the professional discussion, and both can refer to it as needed.

Independent assessors must be developed and trained in the conduct of professional discussions, how to design their own questions from reviewing portfolio content, and in reaching consistent judgement by their EPAO.

KSBs met and answers to questions, must be recorded by the independent assessor. The independent assessor will make all grading decisions.

Assessment location

The professional discussion should take place in a quiet room, free from distractions and influence.

The professional discussion can take place in any of the following:

- employer's premises
- a suitable venue selected by the EPAO (for example a training provider's premises)
- via video conferencing with camera and microphone

Video conferencing can be used to conduct the professional discussion, but the EPAO must have processes in place to verify the identity of the apprentice and have their camera and microphone on at all times to ensure the apprentice is not being aided.

Question and resource development

Independent assessors are responsible for generating suitable questions in line with the EPAO's training and standardisation process. A question bank must be developed by EPAOs. Independent assessors must use the question bank as a source for questioning and are expected to use their professional judgment to tailor those questions appropriately. The question bank must be of sufficient size to prevent predictability and the EPAO must review it regularly (at least once a year) to ensure that it, and its content, are fit for purpose. The questions relating to the underpinning KSBs, must be varied, yet allow assessment of the relevant KSBs.

EPAOs must ensure that apprentices have a different set of questions in the case of re-sits/re-takes.

EPAOs will produce the following material to support this assessment method:

- independent assessor training materials
- assessment specifications
- grading guidance
- a question bank
- assessment recording documentation

End-point assessment method 3: Site management plan with questioning

Overview

A Site management plan involves the apprentice completing a significant and defined piece of work that has a real business benefit. The project must be undertaken after the apprentice has gone through the gateway.

The project should be designed to ensure that the apprentice's work meets the needs of the business, is relevant to their role, and allows the relevant KSBs to be assessed for the EPA. The employer will ensure it has a real business application and the EPAO will ensure it meets the requirements of the EPA, including suitable coverage of the KSBs assigned to this assessment method as shown in the mapping of assessment methods. The EPAO must refer to the grading descriptors to ensure that projects are pitched appropriately.

This assessment method includes two components:

- a project with a project output detailed in the site management plan
- a question-and-answer component to ensure the apprentice is assessed against their evidence.

The rationale for this assessment method is:

- the role of a Horticulture and landscape technical manager involves delivering site management plans as part of the day-to-day role. This brings together skills and horticultural knowledge and applies them in a real-life situation. The use of a site management plan for assessment is, therefore, considered to be the best method of assessment and shows the use of KSBs in practice.

The evidence from the site management plan and responses to questions will be assessed holistically.

Component 1 – Site management plan

Overview

Apprentices will conduct a project report in the form of a site management plan, which may be based on the following:

- assessment of the horticultural site
- assessment of the needs of stakeholders
- setting of objectives
- plan to achieve objectives
- submission package

As part of the critical appraisal, the apprentice could:

- comment on the validity of the methods of analysis, data interpretation and data presentation
- outline the risks and their management
- advise whether an alternative approach could have been considered
- Evaluate what they could do differently
- advise upon whether it could have been completed in a more cost or time efficient manner
- recommend any process improvements.

The EPAO should sign off the project's title and scope to confirm its suitability at the gateway.

Delivery

The project starts after the apprentice has gone through the gateway. The apprentice will have 14 weeks to write and submit the project report.

The employer should ensure the apprentice has sufficient time and the necessary resources, within this period, to plan and undertake the project.

The project report must be submitted after the gateway.

The apprentice must complete their project unaided. When the project is submitted, the apprentice and their employer must verify that the submitted project is the apprentice's own work.

The independent assessor will review and assess the project holistically together with the other components of this assessment method.

The independent assessor will make all grading decisions.

As a minimum, all projects must include:

- an executive summary
- assessment of site for example physical, environmental, historical and ecological
- stakeholder engagement for example client, users
- legislation compliance and environmental considerations
- risks
- resourcing
- site objectives
- implementation plan for example sequence and timescale

An illustrative example of a project would be a site management plan for a greenspace, commercial site, park or garden.

The site management plan should explain the future management of the site including financing, any capital developments, stakeholders, resources.

The site management plan has a word count of 6,000 words. A tolerance of plus or minus 10% is allowed. Appendices, references, diagrams etc will not be included in this total. The project must map, in an appendix, how it evidences the relevant KSBs for this assessment method.

Apprentices will conduct the site management plan in the form of paper based or electronic formats.

Component 2 – Questioning

Overview

The purpose of the questioning component is to test the apprentice's underpinning knowledge they used to develop the plan and explore KSBs in more depth.

The apprentice will be given 2 weeks' notice of the questioning component following submission of the site management plan.

Delivery

The independent assessor must ask a minimum of 5 questions and follow-up questions are allowed, where clarification is required.

The questioning must last for 45 minutes. The independent assessor has the discretion to increase the duration by up to 10% to allow the apprentice to respond to a question.

The independent assessor must use the full time available for questioning to allow the apprentice the opportunity to evidence occupational competence at the highest level available, unless the apprentice has already achieved the highest grade available.

Independent assessors must use the EPAO's question bank as a source for questioning and are expected to use their professional judgment to tailor those questions appropriately to the site management plan.

Independent assessors may ask further questions for clarification purposes and to allow the apprentice the opportunity to cover the KSBs mapped to this assessment method.

The apprentice and the independent assessor will have access to their own copies of the site management plan throughout the questioning, and both can refer to it as needed.

KSBs met and answers to questions, must be recorded by the independent assessor.

The independent assessor will assess all components of this assessment method holistically.

Assessment location

The questioning should take place in:

- the apprentice's workplace
- a suitable venue selected by the EPAO (for example a training provider's premises)
- via video conferencing

Video conferencing can be used to conduct the questioning, but the EPAO must have processes in place to verify the identity of the apprentice and have their camera and microphone on at all times to ensure the apprentice is not being aided.

Question and resource development

EPAOs will create and set open questions to assess KSBs mapped to this assessment method. Each EPAO must develop a question bank of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure the questions they contain are fit for purpose. Independent assessors must use the question bank as a source for questioning and are expected to use their professional judgment to tailor those questions appropriately. Independent assessors are responsible for generating suitable follow-up questions in line with the EPAO's training and standardisation process. The questions relating to underpinning KSBs must be varied yet allow assessment of the relevant KSBs.

EPAOs will produce specifications to outline in detail how the practical assessment will operate, what it will cover and what should be assessed. It is recommended that this be done in consultation with employers. EPAOs should put in place measures and procedures to maintain the security and confidentiality of their specifications if employers are consulted. Specifications must be standardised by the EPAO.

EPAOs must ensure that apprentices have a different set of questions in the case of re-sits/re-takes.

EPAOs will produce the following material to support this assessment method:

- independent assessor training materials
- assessment specifications
- grading guidance
- a question bank
- assessment recording documentation.

Reasonable adjustments

The EPAO must have in place clear and fair arrangements for making reasonable adjustments to the assessment methods for the EPA for this apprenticeship standard. This should include how an apprentice qualifies for reasonable adjustment and what reasonable adjustments will be made. The adjustments must maintain the validity, reliability and integrity of the assessment methods outlined in this EPA plan.

Overall EPA grading

All assessment methods are weighted equally in their contribution to the overall EPA grade. Performance in the EPA will determine the apprenticeship grade of fail, pass, or distinction. Independent assessors must individually grade each assessment method, according to the requirements set out in this plan.

EPAOs must combine the individual assessment method grades to determine the overall EPA grade.

Apprentices who fail one or more assessment method will be awarded an overall EPA 'fail'.

In order to gain an overall EPA 'pass', apprentices must achieve a pass in all the assessment methods.

In order to achieve an overall EPA 'distinction', apprentices must achieve a distinction in all 3 methods.

Grades from individual assessment methods should be combined in the following way to determine the grade of the EPA as a whole:

Business case with presentation and questioning	Professional discussion underpinned by a portfolio of evidence	Site management plan with questioning	Overall grading
Any grade	Any grade	Fail	Fail
Fail	Any grade	Any grade	Fail.
Any grade	Fail	Any grade	Fail
Pass	Pass	Pass	Pass
Pass	Pass	Distinction	Pass
Pass	Distinction	Pass	Pass
Distinction	Pass	Pass	Pass
Pass	Distinction	Distinction	Pass
Distinction	Distinction	Pass	Pass
Distinction	Pass	Distinction	Pass
Distinction	Distinction	Distinction	Distinction

Any grade = fail, pass, or distinction

Re-sits and re-takes

Apprentices who fail one or more assessment method/s will be offered the opportunity to take a re-sit or a re-take at the employer's discretion. The apprentice's employer will need to agree that either a re-sit or re-take is an appropriate course of action.

A re-sit does not require further learning, whereas a re-take does.

Apprentices may not need to complete a different business case and/or site management plan where a re-sit/re-take is required but may need to either re-work their business case and/or site management plan. Apprentices must be asked different questions in the case of a re-sit or re-take. The timescales for a re-sit/re-take are agreed between the employer and EPAO. A re-sit is typically taken within 3 months of the EPA outcome notification. The timescale for a re-take is dependent on how much re-training is required and is typically taken within 6 months of the EPA outcome notification.

All assessment methods must be taken within a 9-month period, otherwise the entire EPA will need to be re-sat/re-taken.

Re-sits and re-takes are not offered to apprentices wishing to move from pass to a higher grade.

Where any assessment method has to be re-sat or re-taken, the apprentice will be awarded a maximum EPA grade of Pass, unless the EPAO determines there are exceptional circumstances requiring a re-sit or re-take.

Roles and responsibilities

Role	Responsibility
Apprentice	<p>As a minimum, apprentices should:</p> <ul style="list-style-type: none"> • participate in and complete on-programme training to meet the KSBs as outlined in the occupational standard for a minimum of 12 months • undertake 20% off-the-job training as arranged by the employer and training provider • understand the purpose and importance of the EPA • undertake the EPA including meeting all gateway requirements
Employer	<p>As a minimum, employers should:</p> <ul style="list-style-type: none"> • select the EPAO and training provider • work with the training provider (where applicable) to support the apprentice in the workplace, and to provide the opportunities for the apprentice to develop the KSBs • arrange and support a minimum of 20% off-the-job training to be undertaken by the apprentice • decide when the apprentice is working at or above the occupational standard and so is ready for EPA • ensure that all supporting evidence required at the gateway is submitted in accordance with this EPA plan • remain independent from the delivery of the EPA • confirm arrangements with the EPAO for the EPA (who, when, where) in a timely manner (including providing access to any employer-specific documentation as required, for example company policies) • ensure that the EPA is scheduled with the EPAO for a date and time which allow appropriate opportunity for the KSBs to be met • ensure the apprentice is well prepared for the EPA • ensure the apprentice is given sufficient time away from regular duties to prepare for and complete all post-gateway elements of the EPA, and that any required supervision during this time (as stated within this EPA plan) is in place

	<ul style="list-style-type: none"> • where the apprentice is assessed in the workplace, ensure that the apprentice has access to the resources used on a daily basis • pass the certificate to the apprentice
EPAO	<p>As a minimum, EPAOs should:</p> <ul style="list-style-type: none"> • conform to the requirements of this EPA plan and deliver its requirements in a timely manner • conform to the requirements of the Register of End-Point Assessment Organisations (RoEPAO) • conform to the requirements of the external quality assurance provider (EQAP) for this apprenticeship standard • understand the occupational standard • make all necessary contractual arrangements, including agreeing the price of the EPA • develop and produce assessment materials including specifications and marking materials (for example mark schemes, practice materials, training materials) • appoint suitably qualified and competent independent assessors • appoint administrators (and invigilators where required) to administer the EPA as appropriate • provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading • provide adequate information, advice and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA • arrange for the EPA to take place, in consultation with the employer • where the apprentice is not assessed in the workplace, ensure that the apprentice has access to the required resources and liaise with the employer to agree this if necessary • develop and provide appropriate assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to all relevant stakeholders • have no direct connection with the apprentice, their employer or training provider. In all instances, including

	<p>when the EPAO is the training provider (i.e., HEI), there must be no conflict of interest</p> <ul style="list-style-type: none"> • have policies and procedures for internal quality assurance (IQA), and maintain records of regular and robust IQA activity and moderation for external quality assurance (EQA) purposes • deliver induction training for independent assessors, and for invigilators and/or markers (where used) • undertake standardisation activity on this apprenticeship standard for all independent assessors before they conduct an EPA for the first time, and as the EPA is updated and periodically as appropriate (a minimum of annually) • manage invigilation of apprentices in order to maintain security of the assessment in line with the EPAO's malpractice policy • verify the identity of the apprentice being assessed • use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard • provide details of the independent assessor's name and contact details to the employer • have and apply appropriately an EPA appeals process • request certification via the Apprenticeship Service upon successful achievement of the EPA
Independent assessor	<p>As a minimum, independent assessors should:</p> <ul style="list-style-type: none"> • have the competence to assess the apprentice at this level and hold any required qualifications and experience in line with the requirements of the independent assessor as detailed in the IQA section of this EPA plan • understand the occupational standard and the requirements of this EPA • have, maintain and be able to evidence up-to-date knowledge and expertise of the subject matter • deliver the end-point assessment in-line with the EPA plan • comply with the IQA requirements of the EPAO • have no direct connection or conflict of interest with the apprentice, their employer or training provider; in all instances, including when the EPAO is the training provider (i.e., HEI) • attend induction training

	<ul style="list-style-type: none"> • attend standardisation events when they begin working for the EPAO, before they conduct an EPA for the first time and as a minimum, annually on this apprenticeship standard • assess each assessment method, as determined by the EPA plan, and without extending the EPA unnecessarily • assess against the KSBs assigned to each assessment method, as shown in the mapping of assessment methods and as determined by the EPAO, and without extending the EPA unnecessarily • make all grading decisions • record and report all assessment outcome decisions, for each apprentice, following instructions and using assessment recording documentation provided by the EPAO, in a timely manner • use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard • mark open (constructed) test answers accurately according to the EPAO's mark scheme and procedures
Training provider	<p>As a minimum, training providers should:</p> <ul style="list-style-type: none"> • work with the employer and support the apprentice during the off-the-job training to provide the opportunities to develop the knowledge, skills and behaviours as listed in the occupational standard • conduct training covering any knowledge, skill or behaviour requirements agreed as part of the Commitment Statement (often known as the Individual Learning Plan). • monitor the apprentice's progress during any training provider led on-programme learning • advise the employer, upon request, on the apprentice's readiness for EPA • remain independent from delivery of the EPA. Where the training provider is the EPA (i.e., a HEI), there must be procedures in place to mitigate against any conflict of interest

Internal Quality Assurance (IQA)

Internal quality assurance refers to the strategies, policies and procedures that EPAOs must have in place to ensure valid, consistent and reliable end-point assessment decisions. EPAOs for this EPA must adhere to all requirements within the Roles and Responsibilities section and:

- have effective and rigorous quality assurance systems and procedures that ensure fair, reliable and consistent assessment across employers, places, times and independent assessors
- appoint independent assessors who have relevant management experience of the occupation/sector and evidence of recent CPD
- appoint independent assessors who are competent to deliver the end-point assessment and who meet the following minimum requirements:
 - a minimum level 5 qualification in horticulture or closely related subject
 - are members of relevant professional bodies
- operate induction training for independent assessors, markers and invigilators
- provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading
- where appropriate:
 - provide ongoing training for markers
 - provide ongoing training for invigilators
- undertake standardisation activity on this apprenticeship standard for all independent assessors:
 - before they conduct an EPA for the first time
 - if the EPA is updated
 - periodically as appropriate (a minimum of annually)
- conduct effective moderation of assessment decisions and grades
- conduct appeals where required, according to the EPAO's appeals procedure, reviewing and making final decisions on assessment decisions and grades

Value for money

Affordability of the EPA will be aided by using at least some of the following practices:

- use of technology – for example video conferencing where applicable
- location – for example use of employer premises
- making maximum use of each typical 7.5 hour working day

Professional body recognition

This apprenticeship standard is designed to prepare successful apprentices to meet the qualification requirements for registration as a member of the Chartered Institute of Horticulture.

The experience gained and responsibility held by the apprentice on completion of the apprenticeship standard will either wholly or partially satisfy the requirements for registration with the professional body. For more details on the requirements and application process, please contact the professional body directly.

Mapping of knowledge, skills and behaviours (KSBs)

Assessment method 1: Business case with presentation and questioning

Knowledge

K7	Techniques for promoting business, garden, open space, products or services.
K21	Communication techniques for different contexts, for example, verbal, published, social media, broadcast media.
K24	Techniques for financial reporting and budgeting.
K26	Techniques for developing a business case for financing future projects. Methods for identifying audience and managing targets in business cases.

Skills

S17	Selects communication method and communicates using a range of methods to technical and non-technical audiences.
S18	Promotes products or services identifying opportunities, audience and communication channels, generating written information.
S20	Develops a business case to aid decision making and financial planning of future projects, including identifying audience and managing targets.
S21	Prepares, reviews and analyses budgets, forecasts and other profit and loss reporting, including recommending efficiencies or improvements.

Assessment method 2: Professional discussion underpinned by a portfolio of evidence

Knowledge

K10	Historical site factors, their significance and implications for management, for example, heritage, archaeology, previous use.
K12	Quality standards for horticultural sites, including industry standards, setting of organisational standards, and how to implement on site.
K13	Operational methods (including associated tools, equipment and machinery) to carry out horticultural and landscape works; their impact on plants and the environment, for example, construction of hard structures, surfaces and features, soil cultivation, propagation, lawn and tree care.
K14	Social and cultural relevance of garden and landscape design through history.

K15	Techniques for site interpretation, for example, signage, mobile phone apps, tours.
K16	Design techniques and tools for horticultural areas, for example, simple plan sketches, CAD.
K17	Services provided by contractors and specialists, for example surveys, construction specifications, planting plans.
K22	People management including legislation, performance management, recruitment, inclusion, induction, training and retention.
K23	Benefits and purpose of organisational systems and processes, their role in compliance and how to follow them.
K28	Principles of customer service and managing relationships with clients and stakeholders.
K29	Procedures and principles for procurement of products and services including legislation.
K30	Components and purpose of specifications and operational work plans for horticultural sites.
K33	Invasive species and their implications for horticultural sites.

Skills

S7	Interprets and implements operational work plans and manages resources in alignment with work plans (for example monitoring and quality assurance).
S8	Develops detailed work specifications and operational work plans incorporating input from internal or external colleagues to include waste management.
S9	Designs a horticultural area in keeping with site, for example historic interest, style, existing features.
S10	Creates design briefs for horticultural areas to be used as basis for a design, outlining objectives, site requirements, projected use, treatment of existing features and style.
S11	Communicates ideas to develop areas on site in order to gain agreement from clients, managers or stakeholders.
S19	Trains and mentors staff, contractors or volunteers.
S22	Develops an invasive species management plan, including objectives, environmental considerations, resources, legal considerations and implementation.
S23	Manages people, for example staff, contractors or volunteers.
S25	Provides customer service and manages relationships with customers and stakeholders.
S26	Procures horticultural or landscaping products or services.
S27	Assesses historic, cultural interest and values of the site and its features, their significance and implications for management, for example archaeology, veteran trees, buildings and structures and previous use.

Behaviours

B1	Acts with integrity, for example being open and transparent in dealing with stakeholders and respecting their confidentiality. Takes full responsibility for your actions.
B2	Communicates effectively and respectfully towards clients and colleagues and takes into account cultural sensitivities and business practices.
B3	Acts professionally providing a high standard of service based on sound business evidence, including managing self, staying up to date with new developments, example, machinery, techniques, legislation or technology and continued professional development.
B4	Adopts and promotes a safety culture within the organisation and acts with regard to health, safety and the wellbeing for self and others.

Assessment method 3: Site management plan with questioning

Knowledge

K1	Classification of plants using scientific, binomial, cultivars and common names as per the International Code of Plant Nomenclature.
K2	Plants common in the UK and their requirements for optimal growth including cultivated plants and weeds.
K3	Implications of environmental factors for managing horticultural sites (for example ecology, waste management, biodiversity, pollution).
K4	Purpose, value, and limitations of research and recording tools for horticultural sites for example Geographic Information System (GIS) and databases
K5	Types of biosecurity threat (for example pests and diseases, invasive species), legislative requirements, prevention and response (for example, quarantine, site hygiene, sourcing, recording and reporting).
K6	Legislative requirements and best practice guidance in relation to horticultural sites, including use of machinery, environmental, conservation, planning, designations, finance and data protection.
K8	Health and safety legislation and best practice guidance including safeguarding, risk assessments and implications for public and staff on horticultural sites.
K9	Functional factors, their relevance and implications for management of horticultural sites for example, infrastructure, features, services, users, conditions, hard structures and surfaces.
K11	Government, local or organisational strategies or policies that impact on horticultural sites including garden or landscape management strategies.
K18	Principles of sustainability and sustainable supply chains, including measurement of energy use and advising on improved environmental standards to work towards

	a zero carbon economy, for example selection of equipment, techniques, FSC timber supplies and peat.
K19	Implications of climate change for horticultural sites and how to adapt and mitigate against these for example, alleviating flood risk, extreme temperatures.
K20	Biosecurity controls for example hygiene, provenance of plant material, plant passports, quarantine, control of harmful and notifiable organisms.
K25	Benefits of horticultural sites for example health and wellbeing, ecosystem services.
K27	Principles of Integrated Pest Management (IPM) and Integrated Weed Management (IWM).
K31	Environmental factors and their impact on plant health and growth, including temperature, soils, hydrology light.
K32	Survey, research and data analysis techniques for horticultural sites, including features (for example paths, structures, utilities), abiotic factors (for example aspect, climate), ecology, horticultural elements (for example plants, soils), community engagement and people (for example usage, access, experience).
K34	Project Management techniques.

Skills

S1	Plans and carries out a site survey to include features (for example paths, structures), abiotic factors (for example aspect, climate), ecology, horticultural elements (for example plants, soils), community engagement and people (for example usage, access, experience).
S2	Gathers site data through field and desk-based research methods.
S3	Analyses and interprets survey results and other information, and proposes appropriate action.
S4	Identifies biosecurity threats, selects and implements control or prevention measures.
S5	Identifies plants and determines their suitability and cultural requirements. Formats plant names as per the International Code of Plant Nomenclature.
S6	Develops a management plan to enhance and maintain a horticultural site, including health and safety, user requirements, risk assessment, prioritising, feasibility, interactions between elements and resourcing.
S12	Carries out an environmental impact assessment.
S13	Manages waste and implements a waste management plan, for example application of waste hierarchy, segregation, composting.
S14	Manages water usage and hydrology for horticultural sites, for example drainage, mulching, irrigation.
S15	Manages soil health, for example fertility, structure, micro-biology, avoiding compaction.

S16	Manages plant health, including mitigation of environmental factors, developing sustainable control methods, Integrated Pest Management (IPM), Integrated Weed Management.
S24	Manages a horticultural project.

Behaviours

B5	Embeds sustainable working practices.
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Grading descriptors

End-point assessment method 1: Business case with presentation and questioning

A Fail will be awarded if any of the pass descriptors are not met

KSBs	Pass (all pass descriptors need to be met)	Distinction (all pass and distinction descriptors need to be met)
Communication K21 S17	Justifies their choice of communication methods for both technical and non-technical audiences. (K21, S17)	Evaluates the impact of the communication methods chosen on the audience. (K21, S17)
Finance K24 S21	Prepares, reviews and analyses budgets and/or forecasts and makes evidenced recommendations for efficiencies and/or improvements. (K24, S21)	Evaluates areas of impact in business case and suggests where alternative scenarios should be considered. (K24, S21)
Business Case K26 S20	Creates a business case that identifies the target audience and appraises the benefits, the positive and negative impacts associated with the business change and ways of managing these. (K26, S20)	
Promotion K7 S18	Identifies opportunities for promoting the business, garden, open space, products or services through the business change and develops a targeted promotional approach. (K7, S18)	

End-point assessment method 2: Professional discussion underpinned by a portfolio of evidence

A Fail will be awarded if any of the pass descriptors are not met

KSBs	Pass (all pass descriptors need to be met)	Distinction (all pass and distinction descriptors need to be met)
History and social relevance K10 K14 S27	Assesses the history of a site using a variety of techniques, considering the social and cultural relevance of garden and landscape design throughout history. Identifies historical site factors, evaluating their significance and implications for the management of the site. (K10, K14, S27)	Critically analyses the social, cultural and historical significance of a site and the implications for its management. (K10, K14, S27).
Invasive species K33 S22	Explains how they determined the objectives of an invasive species management plan, and how the plan is informed by environmental considerations, resources, legal considerations and the practicalities of implementation. (K33, S22)	
Design K16 S9 S10 S11	Evaluates how to create design briefs for horticultural projects, articulating site requirements, objectives, projected use, treatment of existing features and style. Explains how to create a design plan for a horticultural area, appraising the tools and techniques and how they communicate designs to gain agreement from clients, management or stakeholders. (K16, S9, S10, S11)	
Interpretation K15	Appraises techniques for interpreting horticultural sites including audience requirements, message and suitability for site. (K15)	Critically evaluates techniques for interpreting horticultural sites including cost versus benefit, accommodation of varying levels of prior understanding in audience and integrated interpretation practice. (K15)

<p>Operational management of horticultural sites</p> <p>K12 K13 K30 S7 S8</p>	<p>Explains how they develop, interpret and implement work specifications and operational workplans, justifying their choice of landscaping or horticultural operational methods (including associated tools, equipment and machinery), with reference to their impact on the plants and the environment. Explains how they set and monitor work quality standards and how they ensure industry standards and legislative requirements are met, including waste management and use of machinery. (K12, K13, K30, S7, S8)</p>	<p>Critiques horticultural or landscape works on quality deficiencies compared with industry or organisational standard. (K12, S7)</p>
<p>Procurement</p> <p>K17 K29 S26</p>	<p>Appraises how to procure horticultural products and services, including specification and contracting following procurement principles in line with legislation. Explains when and how to use specialists to generate findings that inform site management decisions. (K17, K29, S26)</p>	
<p>Management of staff/contractors</p> <p>K22 S19 S23 B4</p>	<p>Explains their approach to managing, training and mentoring staff, contractors or volunteers, and the organisational policies and legislative requirements that inform this. Explains how they establish a safety culture in work teams and encourage the whole team, to participate in managing of health and safety on horticultural sites. (K22, S19, S23, B4)</p>	<p>Analyses the problems associated with managing multiple teams and describes strategies for dealing with them. Analyses the effectiveness of different coaching and mentoring techniques for office-based and remote team members. (K22, S19, S23)</p>
<p>Systems and processes</p> <p>K23</p>	<p>Explains the benefits and purpose of organisational systems and processes, their role in compliance and how to follow them. (K23)</p>	
<p>Customer care and relationship management</p>	<p>Explains how they provide customer service to establish and maintain effective relationships with stakeholders or clients, by analysing how good</p>	

K28 S25 B1 B2 B3	<p>business practices, professionalism, awareness of cultural sensitivities, use of sound evidence and effective communication techniques have contributed to this.</p> <p>Appraises how they act with integrity and take full responsibility for their own actions.</p> <p>Explains how they proactively engage in formal and informal professional development opportunities, as well as staying up to date with new developments, analysing how this has enhanced their professionalism. (B1, B2, B3, K28, S25)</p>	
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End-point assessment method 3: Site Management Plan with questioning

A Fail will be awarded if any of the pass descriptors are not met

KSBs	Pass (all pass descriptors need to be met)	Distinction (all pass and distinction descriptors need to be met)
Plant knowledge K1 K2 S5	Identifies plants accurately (including cultivated plants and weeds), their suitability to location and cultivation requirements, demonstrating correct formatting in line with the International Code of Nomenclature. (K1, K2, S5)	Distinguishes between accepted scientific names and synonyms. Evaluates plant requirements and suitability for site. (K1, K2, S5)
Plant health K5 K20 K27 K31 S4 S14	Identifies biosecurity threats, including notifiable organisms, and explains their implications. Manages biosecurity on site, selecting and implementing control and prevention measures. (K5, K20, S4) Directs the management of plant health on site. Identifies health	Justifies biosecurity measures, pest and pathogen controls, and Integrated Weed Management options. Evaluates costs and benefits of selected approach. (K5, K20, K27, K31, S4, S14, S15, S16)

<p>S15 S16</p>	<p>status of plants on site and requirements for growth. Assesses abiotic and biotic factors (including soils, hydrology, nutrition, climate, weeds, pests and pathogens) influencing plant health, mode of action and implications for plants. Evaluates management, prevention and control measures in line with environmental considerations, site requirements, IPM and IWM principles. (K27, K31, S14, S15, S16,)</p>	
<p>Site survey/research K4 K9 K25 K32 S1 S2</p>	<p>Researches and surveys a horticultural site using appropriate research and recording tools, covering features, abiotic factors, ecology, horticultural elements and people. Assesses the benefits of the site. Identifies site resources including physical, financial and human. Determines significance of the site and unique attributes (sometimes called spirit of place). Analyses the relevance and implications of functional factors for site management.</p> <p>Engages community or stakeholders to inform and support decision made on horticultural sites. (K4, K9, K25, K32, S1, S2)</p>	<p>Evaluates how to engage sectors of the community or stakeholders not currently involved with the site or hard to reach in development of a management plan. (K32, S1, S2) Evaluates the evidence supporting the benefits of horticultural sites. (K25)</p>
<p>Site priorities and strategy K11 S3</p>	<p>Identifies implications of Governmental, local or organisational strategies or policies that impact on a horticultural site. Analyses and interprets site research and survey results, proposing appropriate management responses. (K11, S3)</p>	

<p>Management planning</p> <p>K6 K8 K19 S6</p>	<p>Creates a site management plan to enhance and maintain a site, informed by site research and addressing user requirements, prioritising, feasibility, and interactions between elements, resourcing, risk assessment, implications of climate change and how to mitigate them. Complies with legislation and best practice guidance including health and safety, use of machinery, safeguarding, environmental, conservation, planning, designations, finance, and data protection. (K6, K8, K19, S6)</p>	<p>Make recommendations for a site considering future as well as current position including climate change impacts. Benchmarks against best practice and similar sites. (S6, K6, K19)</p>
<p>Environmental</p> <p>K3 K18 S12 S13 B5</p>	<p>Develops an environmental impact assessment that appraises the risk of environmental features, mitigates impacts on them and sets out plans for improving and embedding sustainable working practices, including measurement of energy and advising on improved environmental standards, to work towards a zero-carbon economy. Creates a site waste plan compliant with legislation. (K3, K18, S12, S13, B5)</p>	
<p>Project management</p> <p>K34 S24</p>	<p>Selects and uses appropriate and effective project management tools and techniques to develop the site management plan. (K34, S24)</p>	<p>Analyses and evaluates the effectiveness of the project management tools and problem-solving techniques used in the development of the site management plan. (K34, S24)</p>